

WAYS TO IMPROVE STUDENTS' READING LITERACY WITHIN THE FRAMEWORK OF THE PIRLS INTERNATIONAL ASSESSMENT SYSTEM

Abduganiyeva Masturakhon Tokhirjon qizi

2nd year student of the Andijan branch of Kokand University,
Faculty of Primary Education.

Mastujonabduganiyeva@gmail.com

Annotation: This article discusses the content of the PIRLS (Progress in International Reading Literacy Study) international assessment program and its importance in assessing students' reading literacy. It also considers effective ways to develop students' skills in understanding, analyzing and using the text. International experience and reforms in the education system of Uzbekistan are analyzed, and recommendations are made to eliminate existing problems and eliminate them.

Keywords: PIRLS, international assessment, reading literacy, primary education, text comprehension, quality of education.

INTRODUCTION

In today's globalization environment, improving the quality of education and adapting it to international standards is one of the most important tasks. In particular, students' reading literacy - that is, the ability to read, understand, analyze and apply the text in practical life - is the foundation of the educational process. Reading literacy provides not only the ability to perceive literary works, but also the ability to understand and use different types of texts. In this regard, the international assessment program PIRLS (Progress in International Reading Literacy Study) serves to identify and analyze the reading literacy of 4th grade students. This assessment system has been conducted every five years since 2001 and has been monitoring the dynamics of the development of the quality of education worldwide. Uzbekistan has also participated in the PIRLS program since 2021 and is implementing large-scale reforms aimed at improving the quality of primary education. The article analyzes the content of the PIRLS system, ways to improve reading literacy, international experience and practice in Uzbek education, and considers existing problems and their solutions. The content and significance of the PIRLS international assessment system. The PIRLS assessment program determines the level of understanding of 4th grade students in a literary text (story, fairy tale, excerpt from a literary work) and informational text (popular science article, textbook excerpts, informational texts). During the assessment process, students are required to extract the main content of the text, understand the sequence of events, analyze the author's opinion, and draw conclusions from the text. PIRLS results indicate not only the level of literacy of students, but also the overall effectiveness of the country's education system. This serves as an important tool in scientifically substantiating educational reforms.

Factors for developing reading literacy in students

The development of reading literacy is closely related to the following factors: Arousing interest in reading in primary grades - through colorful books, illustrations, interactive tasks. Forming a reading culture - revitalizing the activities of school libraries, organizing "reading weeks". Methods of working on the text - using methods such as cluster, insert, question and answer, discussion.

Parental participation - supporting family reading traditions.

Use of digital resources - electronic textbooks, audio and video books, interactive platforms.

International experience and analysis

- The Finnish education system uses the "creative reading" methodology starting from primary grades. Students not only read the text, but also retell it, continue it, or create a different ending.

- Singapore has updated its curricula based on PIRLS results and is paying close attention to children's critical reading skills.
- South Korea has introduced a "digital reading" program, where students work with text through electronic platforms.
- Russia ranks high in the PIRLS rankings, and the methodological training of primary school teachers and the strength of family reading traditions play an important role in this.

Measures in Uzbekistan to meet PIRLS requirements

In recent years, Uzbekistan has been implementing a number of reforms to improve primary education: New generation textbooks have been created, with increased text-based tasks. "Young Reader" competitions and republican reading projects have been launched. Training on PIRLS requirements is being organized in advanced training courses for primary school teachers. Open resources for children are expanding on electronic libraries and "online school" platforms.

Problems and solutions

1. Insufficient book collections in some regions, slow library activity.
2. Insufficient attention to PIRLS requirements in the methodological training of teachers.
3. Decreased interest in reading among students, excessive preoccupation with digital games.
4. Parents' inattention to the reading culture.

Solutions:

- Update reading methodologies in primary education, instill critical and creative reading skills in students.
- Create a modern library fund in each school, expand children's literature.
- Regularly train teachers in methodological courses based on international experience.
- Strengthen reading seminars and advocacy for parents.
- Expand the use of digital books and interactive texts, along with digital games.

CONCLUSION

The PIRLS international assessment program is one of the important indicators in improving the quality of education, which allows us to identify effective ways to develop students' reading literacy. Uzbekistan's participation in PIRLS is of great importance in bringing the education system closer to international experience, improving the knowledge and skills of students. By forming an interest in reading among students, improving the methods of developing reading literacy, involving parents in this process, and applying international experience in practice, the foundation is laid for our country's students to achieve high results in the PIRLS rating.

References:

1. OECD. PIRLS 2021 International Results in Reading. IEA, 2022.
2. Mullis, I.V.S., & Martin, M.O. PIRLS 2016 Assessment Framework. TIMSS & PIRLS International Study Center, 2016.
3. UNESCO. Global Education Monitoring Report. Paris: UNESCO, 2020.
4. Anderson, R.C., Hiebert, E.H., Scott, J.A., & Wilkinson, I.A. *Becoming a Nation of Readers*. Washington, DC: National Institute of Education, 1985.
5. O'zbekiston Respublikasi Prezidentining "2021–2030-yillarda xalq ta'limini rivojlantirish konsepsiyasi" qarori.
6. O'zbekiston Respublikasi Xalq ta'limi vazirligi. *Boshlang'ich ta'limda o'qish savodxonligini rivojlantirish bo'yicha metodik qo'llanma*. Toshkent, 2022.